Unit 02: Proper Playing Technique for Instrumental Music

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **ongoing**
Status: **Published**

Brief Summary of Unit

Students will refine effective technique on their instruments with regard to posture, embouchure, playing position, breath support/stick technique, and other instrument-specific techniques. These skills are essential to the students' success on their instruments and will lead to further musical development.

Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
1.3C.12prof.Pr5a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
1.3C.12prof.Re7a	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
1.3C.12prof.Re8a	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.
1.3B.12prof.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

Essential Questions

- How can ear training contribute to my success as a performer?

- How does a unified playing technique contribute to the overall quality of the ensemble?
- How does the development of proper playing technique influence how well I play my instrument and how far I can progress?
- Why are warm-ups and a consistent routine essential for skill building?

Enduring Understandings

- 1. Music is a physical activity that requires awareness and development of the body in relation to the physical demands of the literature.
- 2. Posture and hand position directly affects the quality of sound; proper posture and hand position contributes to a mature sound and improper posture and hand position contributes to an immature quality of sound.
- 3. In order to achieve a higher level of performance all instrumentalists must contribute uniformly to the performance.
- 4. All students, individually and as a section, have varying responsibilities that relate to instrumental technique and result in the production of a high-quality homogenous sound.

Students Will Know

- 1. How to advance their technical facility in relation to muscular development.
- 2. How to achieve ensemble balance, blend, and intonation through individual and group playing technique.
- 3. How to demonstrate and maintain proper posture for their instrument.

Students Will Be Skilled At

Performing on their instrument while demonstrating proper posture and technique.

Recognizing proper performance techniques as it applies to their specific instrumentation.

Understanding that other senses, such as listening and ear training, play an important role when performing as an ensemble.

Rehearsing using the practices and techniques that are reviewed in class.

Evidence/Performance Tasks

- Additional assessment will be provided by rehearsals and concerts.
- Assessments will include formal and informal playing tests. The summative evaluation of this component will contribute to the students' class participation, musicianship, and their derived achievement.
- Further assessment will be achieved through class discussion.

Learning Plan

- Level 5: Students demonstrate knowledge and mastery of the follow areas: Alternate Fingerings Instrument-specific techniques (i.e. “Crossing the Break” on a clarinet, use of mutes in brass, tuning tympani, multiple percussion, etc.) Listening responsibilities (intonation, interpretation, phasing, etc.) Successfully correcting performance inaccuracies Bodily kinesthetic awareness and control
- Note: The teaching sequence for proper playing technique in instrumental music begins in grade four and is outlined in the curriculum for 4-7, and eighth grade instrumental music (Halpern/Spatz 05; Halpern/Spatz/Murphy ‘06). Level five is a continuation of that sequence and is referred to below.
- The students will relate warm up kinesthetic activities to their performance.
- The teacher will lead the ensemble in kinesthetic activities that make the performer aware of their posture and how to improve or sustain it.
- The teacher will make students aware of listening responsibilities and how they relate to a successful performance.
- The teacher will regularly access the need for instrument specific techniques, such as alternate fingerings, venting, etc., through score study and make students hold students accountable for using them uniformly within the section.
- The teacher will regularly demonstrate proper playing position for both concert and marching band.

Materials

- CHS Concert/Marching Band Textbook (current year),
- Materials Supplementary Materials
- Symphonic Warm-Ups for Band (Smith)
- Wind Band Literature

Suggested Strategies for Modifications

Extra time as needed.

One on one help as needed.

https://docs.google.com/spreadsheets/d/1DgqFNsPtzrUBI0ZNu-CLnoSqkthiJ0c-yrlqcUNOEoU/edit?usp=sharing